



InformTN Technical User Guide

Component of the ePlan Suite

Tennessee Department of Education | March 2022



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Introduction

This document is intended to provide information regarding InformTN, a component of the ePlan suite of tools for sharing data and guiding annual planning. The following document provides key information on the contents and functionality of the planning component and technical guidance for navigating through the tool.

User Set-up and InformTN Help

In order to access InformTN, users must have a Single Sign On (SSO) account **and** a planning-related role assigned in ePlan. For district and school users, the planning-related ePlan roles include:

Role	What can this role do?	Who usually has this role?
LEA Plan Data Entry	Edit LEA plan or school plans	District administrator
LEA School Plan Reviewer	Edit school or LEA plans, and approve school plans	District administrator
LEA Authorized Representative	Submit LEA plan	Director of Schools
LEA Fiscal Representative	Edit LEA plan	District Financial Officer
LEA Consolidated Director	Edit LEA plan	Federal Director
School Plan Data Entry	Edit school plan	Assistant Principal
School Plan Reviewer	Edit and approve school plan	Principal

To navigate to the *need help* section of InformTN click on the question mark in the upper right corner of InformTN. The *need help* area of InformTN has this guide and webinars to help answer questions. The chart below outlines who to reach out to for additional support with InformTN.

If you need help with...	Contact...
Logging into SSO (single sign on) or resetting your SSO password	DT.Support@tn.gov
Setting up school-level roles in ePlan	District User Access Administrator (listed in the ePlan address book)
Setting up district-level roles in ePlan	ePlan.help@tn.gov
Other technical support questions	inform-tn-help@sip.eldarion.com

How to Access InformTN

Steps to accessing Inform TN:

1. Navigate to <https://edplan.tn.gov/>.
2. Bookmark this website as the easiest and fastest way to access InformTN.
3. Select “Log in with TDOE Orion.”
 - For district and school users, your username will end in “@tneducation.net.”
 - If you forget your password but have previously logged on to Orion Single Sign On, please select the “Forgot password” option, and enter in your district or school email address. You should then receive an email with directions for resetting your password.
 - If you have never signed on, please email DT.Support@tn.gov to request access.

Components of InformTN

District and School Landing Page

When district- and school-level leaders log in to InformTN, users will see a landing page similar to *Image 1* below. From the landing page, users can learn about the current status of their plan, receive messages regarding important updates, and view information regarding key dates. District-level users only will also be able to view a list of the schools in their district to navigate to individual school plans.

Image 1 – District and school landing page

Demo District 5 ✕
Planning for: 2022 - 2023

Prepare to Plan | Explore Data | Analyze Needs | Reflect to Plan | Upload Documents | Develop Plan | Review Plan

Status Draft

	Completed
Prepare to Plan	
Explore Data	✓
Analyze Needs	
Reflect to Plan	
Upload Documents	✓
Develop Plan	

All School Plans ▾ Type name...
Any Status ▾

▲ Status ▾ Review

Messages Send ▾

No messages found.


Planning Calendar

District Opens	October 22, 2021
District Closes	March 1, 2022
School Opens	May 2, 2022
School Closes	September 1, 2022

Status

In the Status section, district and school leaders can see the overall status of their plan in the upper right-hand corner of the status box. For example, in the image above (Image 1) the district's plan is in "draft" status. The options for overall status are:

- **Draft** – This status indicates that the district or school plan may have specific sections completed, but all required components of the plan have not been completed.
- **Ready** – This status indicates that all required components of the plan have been completed and the plan is ready to be submitted. Only the director of schools can submit district plans, and principals can submit school plans.
- **Submitted** – This status indicates that the plan has been submitted and will soon be under review by the appropriate approvers.
- **Changes Required** – This status indicates that the plan has been reviewed and that additional changes must be made before the plan can be approved.
- **Approved** – This status indicates that the plan has been reviewed and approved. At this point, the goals, strategies, and action steps for the plan become public.

The Status section also provides an indication, using green checkmarks (), of which sections have been completed and which require additional information to be provided before the plan can be submitted. A blank under the "Completed" column indicates that additional information must be provided to complete the particular section, whereas the green checkmark indicates that the section is complete. The green checkmarks are not a qualitative review; they only indicate that all required fields have been completed. Additional information regarding missing components can be found on the "Review (& Submit)" page. Once all sections have been completed, the "Completed" column will have green checkmarks next to every component, and the overall status of the plan will update to "Ready." For more information on components required for plan submission, please see the "Review (& Submit) Plan" section below.

Messages

In the Messages section, district and school users have the ability to receive and send messages. All messages are also sent to district and school users' email addresses. District and school users should expect to receive information through the Message section including, but not limited to, updates to the data or important information regarding planning.

District and school leaders can also leverage the Messages section to send messages internally. District users can send messages to other district users in their district, all of their schools, individual schools, or schools who have specific overall statuses. For example, district users can send a message to all schools in their district who have an overall status of "Draft" indicating that additional information must be added before the plan can be submitted. School users can send messages to other school users in their school.

Planning Calendar

The planning calendar shows key dates regarding the planning windows for district and school plans.

School Plans (Districts Only)

In the School Plans section, district users can navigate to the plans for specific schools in their district. Specific school plans can be accessed by utilizing the search box at the top right of the section or by scrolling and selecting the school's name from the list. School plans can also be sorted based on the overall status of the plan using the dropdown below the header for this section. For example, district users can filter based on plans that have an overall status of "Submitted" to see which schools have completed and submitted their plans for review.

Prepare to Plan

The first step in quality planning is to identify the planning team that can offer different perspectives and support robust plan development. Leaders will first be asked to describe their team and stakeholder outreach as well as reflect on goal attainment from the prior year.

Prepare to Plan – Team and Stakeholder Outreach

As seen in image 2a, district and school leaders will be asked to describe the team members involved with developing their annual plan. Districts and schools are also expected to describe how they are involving internal and external stakeholders in developing, implementing, and revising the district or school plan throughout the year.

Image 2a. Identifying planning team and stakeholder outreach

The image shows a screenshot of a digital form with two sections. The first section is titled 'Identify Team' and contains the instruction: 'Please identify all planning team members, including team member titles. The district plan must be developed in consultation with teachers, principals, administrators (including administrators of Title programs and special education programs), and other appropriate school personnel and with parents of students.' Below this instruction is a large text input area with the placeholder text 'Answer' and a link that says 'Click to add an answer'. The second section is titled 'Stakeholder Involvement' and contains the instruction: 'Describe how the district actively and consistently involves all planning team members and other stakeholders in the development, implementation, and revision of the district plan throughout the year.' Below this instruction is another large text input area with the placeholder text 'Answer' and a link that says 'Click to add an answer'.

Prepare to Plan – Reflection on Attainment on Prior Year Goals

As part of strong planning, district and school leaders should reflect on the prior year's plan to determine if they met or partially met the established goals (see Image 3b) and which strategies led to the success they experienced. This reflection should guide planning as leaders begin to think about what to continue to implement, what to adapt, and what to abandon in the coming year.

Image 2a. Identifying planning team and stakeholder outreach

The image shows a digital form with two main sections. The first section is titled 'Goals established' in blue text. Below the title is a light gray rectangular input field. Underneath the input field is a question: 'How many goals were established in the district's 2020-21 plan?'. The second section is titled 'Goals met' in blue text. It also features a light gray rectangular input field. Below this field is a question: 'How many of the 2020-21 established goals were met?'. At the bottom of this section is a note: 'Record using whole numbers based on the number of entire goals that were met.'

Explore Data

The Explore Data page contains various types of data organized into four main domains with similar structures designed to support district and school leaders in digging into their data and identifying areas of success and areas for improvement.

Navigating the Explore Data Page

There are several key functionality features of this section of the tool that support digging into the data, collaborating, and identifying needs. Key features include:

- **Select specific school** (Highlighted in orange in Image 3a and 3b) – By selecting the “Adjust filters” in the upper left corner and then selecting “Schools,” district and school users can navigate to the data for a specific school.
- **Select year** (Highlighted in teal in Image 3a) – Using the dropdown located at the top middle of the page, district and school users can select the year they would like to look at data for and easily toggle between multiple years. For the College and Career Readiness stack only, this year refers to the year that the cohort graduates (for future cohorts) or graduated (for previous cohorts) from high school.
- **Select benchmark** (Highlighted in orange in Image 3b) – By selecting the “Add filters” in the upper left corner and select “Benchmarks,” district and school leaders can change the benchmark for all the comparisons on their dashboard and specific data pages. The benchmark is intended to give context and is represented in all the tiles on the Dashboard and at the top of each data-specific page, as well as an orange dot on most visualizations.

Available options to select as the benchmark are the state average, CORE regional average, the district's performance in the previous year, comparable districts (district only), district average (school only), and selected districts. For selected districts, district and school users can select between 3-5 districts to compare themselves to the average of for each metric.

- **Capture Insights** (Highlighted in green in Image 3c) – As district and school users are exploring their data and come across important information regarding an area of success or area for improvement, district and school users can save these areas by selecting the “Capture Insight” button. All insights that are captured then appear on the “Analyze Needs” for districts and schools to consider how various areas of success and areas for improvement relate and what areas they want to prioritize to work on in the next year.
- **Data Discussions** (Highlighted in teal in Image 3c) – As district and school users are exploring data, users can highlight and launch discussions with other members of their district or school teams. These discussions are internal to the district or school (and cannot be viewed by the state or other districts or schools).
- **Download images** (Highlighted in orange in Image 3c) – All graphs and visualizations on the Explore Data page can be downloaded. These images can then be used in presentations and shared with other stakeholders.

Image 3a. Selecting a school, year, or benchmark

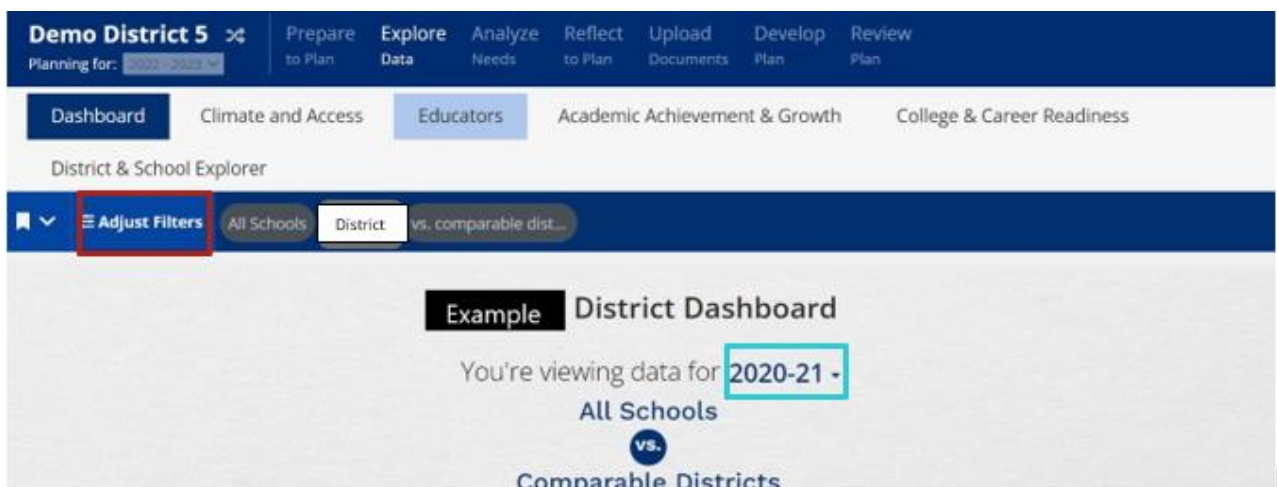


Image 3b. Selecting a benchmark

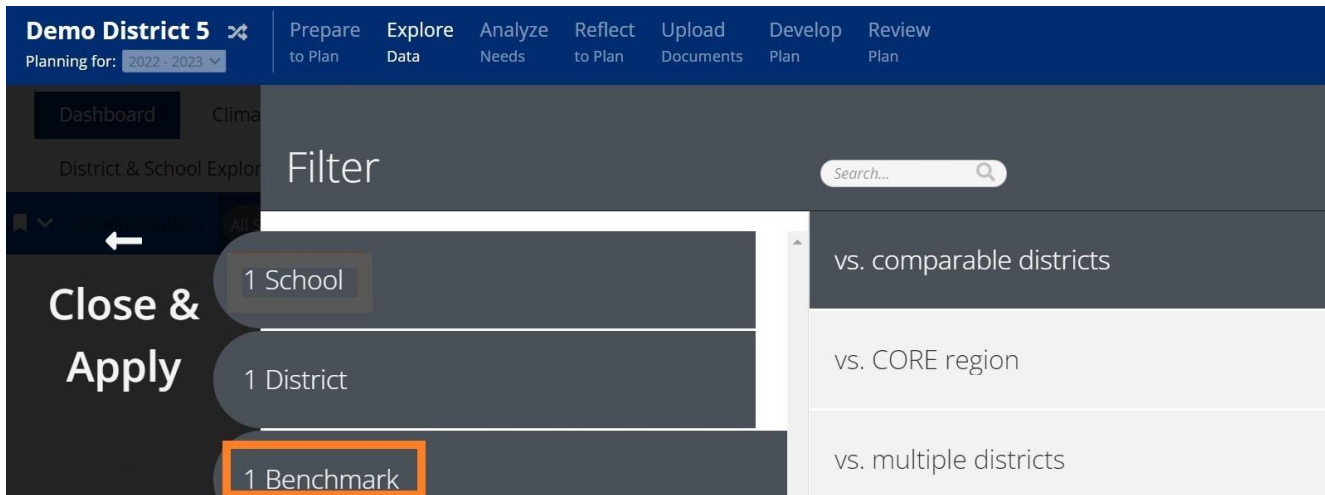
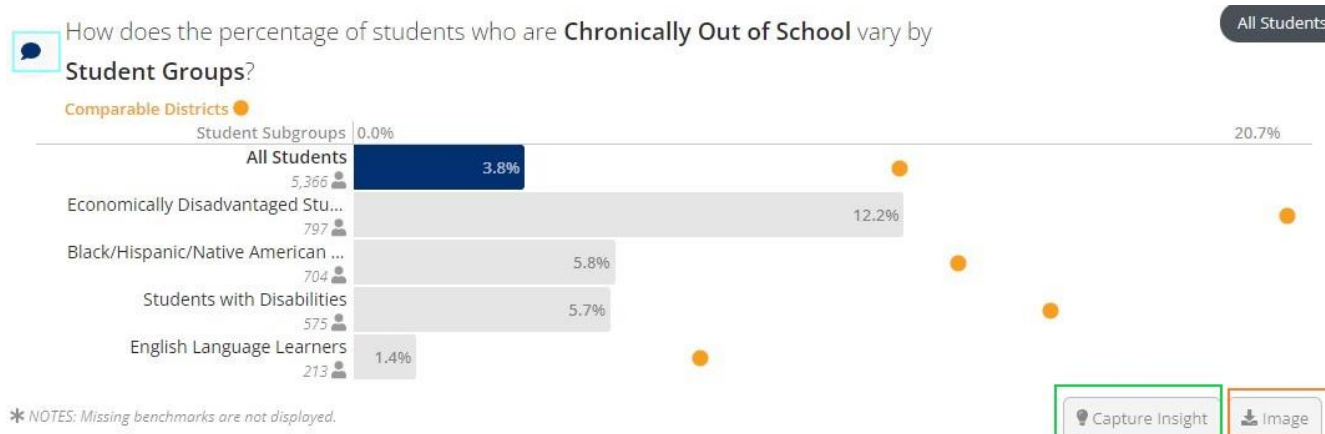


Image 3c. Capturing insights, launching data discussions, and downloading images



Included Data

The data in the Explore Data section is organized into an overall Dashboard and four specific focus areas. Each of these tabs are described below with additional information regarding the data included on each page found in Appendix A.

- Dashboard** – The Dashboard contains high-level information on key indicators across Climate and Access, Educators, Academic Achievement and Growth, and College and Career Readiness. This view is intended to provide an opportunity to look across multiple data sets at once. At the bottom of the Dashboard, district users can also see high-level information regarding the make-up of their districts as well as the identity and calculation for determining comparable districts. In addition, each data point included on the Dashboard is compared to a benchmark value in the banner at the bottom of each tile. The benchmark value options are highlighted in the *Navigating the Explore Data Page* above and can be changed by clicking on “Adjust filters” in the top left corner of the page. This banner appears red if the district or school is underperforming

the benchmark, grey if the district or school is approximately equal to the benchmark, and green if the district or school is outperforming the benchmark.

- ***Climate and Access*** – The Climate and Access page includes datasets such as:
 - Chronically Out of School
 - Discipline (In-School Suspensions, Out-of-School Suspensions, Expulsions, Remands)
 - English Language Learner (Growth Standard, Exit Benchmark)

For each dataset, district and school leaders can view high-level outcomes and dig deeper to view information regarding specific student groups, grade levels, and schools and trends over time as well as applicable distributions. For many of the visualizations, district and school users can compare themselves to a specific benchmark, represented as an orange dot on the graph. Specific benchmarks can be chosen using the filters in the upper left-hand corner.

- ***Educators*** – The Educators pages includes datasets such as:
 - Staffing Characteristics
 - Educator Evaluation
 - Retention and Climate

For each dataset, district and school leaders can view high-level outcomes and dig deeper to view information regarding differences across different schools and staff types as well as trends over time and applicable distributions. For many of the visualizations, district and school users can compare themselves to a specific benchmark, represented as an orange dot on the graph. Specific benchmarks can be chosen using the filters in the upper left-hand corner.

- ***Academic Achievement and Growth*** – The Academic Achievement and Growth page includes datasets such as:
 - Academic Achievement Success Rate by grade band (Accountability and Assessment Results)
 - Student Academic Growth by grade band (TVAAS)

For each dataset, district and school leaders can view high-level outcomes and dig deeper to view information regarding differences between schools, specific student groups, grade levels, and subjects as well as trends over time and applicable distributions. For many of the visualizations, district and school users can compare themselves to a specific benchmark, represented as an orange dot on the graph. Specific benchmarks can be chosen using the filters in the upper left-hand corner.

- ***College and Career Readiness*** – The College and Career Readiness page includes datasets such as:
 - ACT (Percentage of Students who are College-Ready (21+))
 - Career and Technical Education
 - Graduation Rate and Ready Graduate

For each data set, district and school leaders can view high-level outcomes and dig deeper to view information regarding differences between schools, specific student groups, and cohorts as well as applicable distributions. For many of the visualizations, district and school users can compare themselves to a specific benchmark, represented as an orange dot on the graph. Specific benchmarks can be chosen using the filters in the upper left-hand corner.

Navigating Between and Through the Explore Data Pages

Navigating between Explore Data page – When district and school leaders first enter the Explore Data section, users will land on the overall district or school’s overall Dashboard. Each section of the Dashboard corresponds with a specific focus area page. To navigate to a specific focus area page, district and school users can select the specific tab along the top of the page. This is highlighted with a teal box in image 3d below.

Image 3d. Navigating between pages

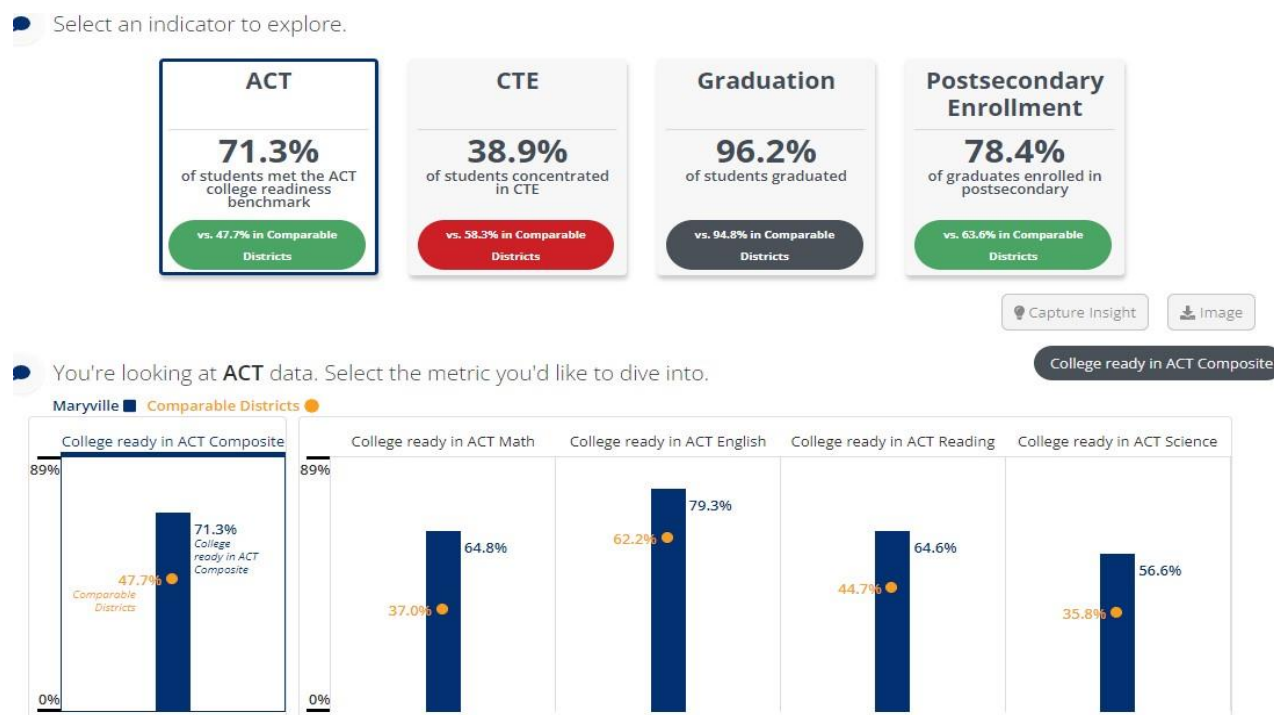


Navigating on Explore Data focus area pages – The four focus area pages are also set up with a similar structure in which district and school leaders can dig into their data further as they move down the page. District and school leaders are guided through a series of steps directly on the page. For example, on the “College and Career Readiness” page, district and school leaders are guided to:

1. Select an indicator to explore.
 - a. Users can select a particular user by clicking on the specific tile associated with the indicator they would like to explore.
 - b. In Image 3f, the blue outline around the ACT tile highlights that this outcome has been chosen to analyze.
2. Select the metric they would like to dive into.
 - a. Users can they select a particular metric below the indicator (previously selected) below to explore further. Users can select the metric by click on the corresponding graph.
 - b. In Image 3f, the user can choose to dig into the percentage of students who achieved a college-ready score of 21+ on the ACT Composite or dig into a specific subject such as ACT Math.
3. Dig deeper by exploring differences in the chosen metric across student groups and schools, for example, as well as over time and through distributions.

- a. In Image 3f, the user can view ACT Composite (or ACT Math) score differences across student groups and schools, view how many students are in specific ACT score bands, and view how the percentage of students who are college-ready has varied between cohorts.

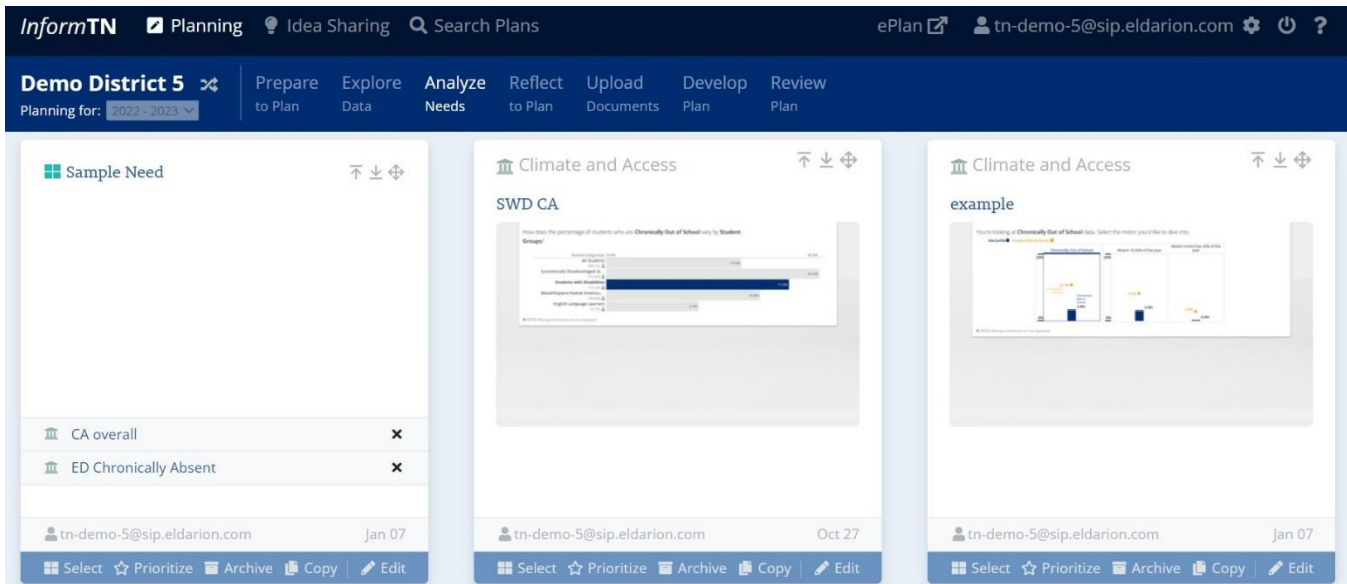
Image 3f. Navigating on Explore Data focus area pages (College and Career Readiness)



Analyze Needs

In the Analyze Needs section, district and school users can see all the areas of success and opportunities for growth (needs) that were identified by their teams. On this page, district and school users can then add additional needs based on local data; filter, edit, and sort the identified needs; group related needs together; and identify the needs or groups of need to set priorities for the upcoming school year (and those items that will not be prioritized).

Image 4a – Analyze Needs page



Adding Additional Needs Based on Local Data

On this page, district and school users can add additional needs based on local data by selecting “Create Need” in the upper right-hand corner. This will open the window illustrated in image 4b in which the district or school user will be prompted to provide information regarding this need. As district and school users add additional needs, they can title the need, select the data section, select whether it’s a prioritized need or not, provide a description, and upload supporting files. In this way, the Analyze Needs page can serve as a central repository for all areas of success and areas for improvement, both based on state-provided and locally sourced data.

Image 4b – Create additional need

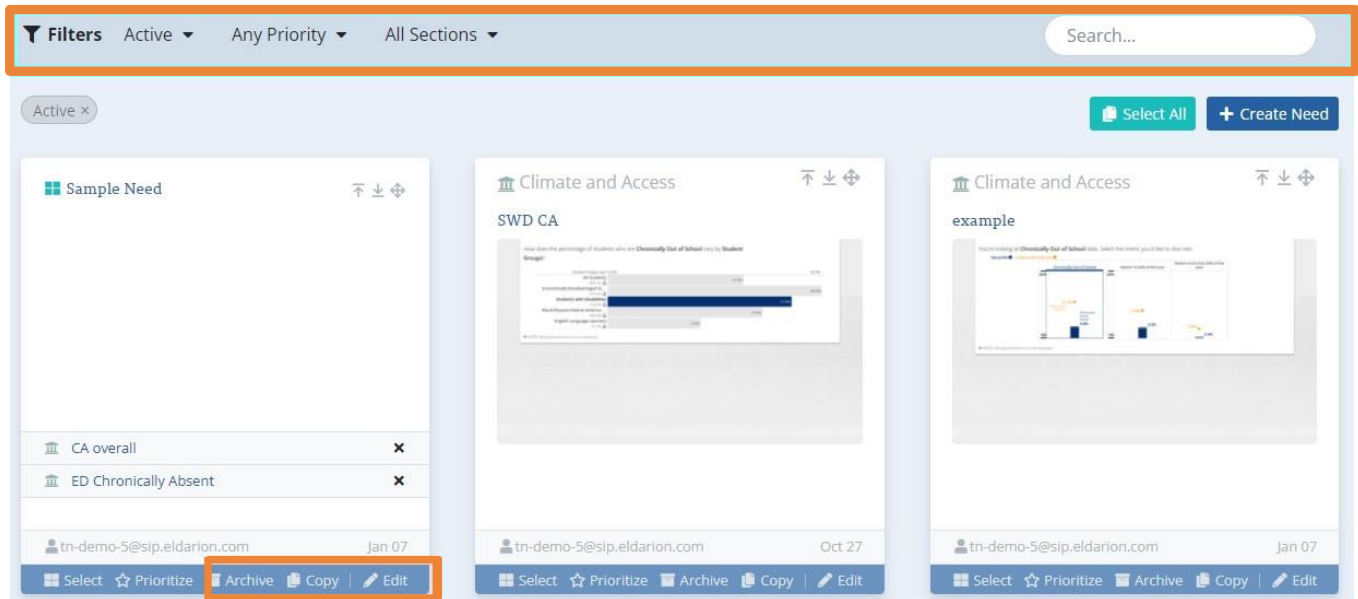
The screenshot shows a web form titled "Create a Need" with a close button (X) in the top right corner. The form is organized into several sections:

- Need Title:** A single-line text input field.
- Section:** A row of five buttons with icons and labels: "Academic Achievement & Growth" (pencil icon), "College & Career Readiness" (graduation cap icon), "Climate and Access" (building icon), "Educators" (group of people icon), and "Other Needs" (square icon).
- Priority Status:** Two radio button options: "Not Prioritized" (star icon) and "Prioritized" (star icon).
- Description:** A text area with a placeholder text: "Consider the progresses and challenges faced for all students and for each historically underserved student group (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities)." Below the text area is a rich text editor toolbar with icons for bold, italic, underline, strikethrough, bulleted list, numbered list, link, unlink, text color, background color, and insert link.
- Supporting File:** A text area with a placeholder text: "You may use the upload feature to upload any additional local data that applies to this need."

Filtering, Editing, Sorting, and Archiving Identified Needs

Once district and school leaders identify all their needs, both from the state-provided data as well as locally sourced data, district and school users can filter, edit, and sort these needs. Users can use the filters section at the top of the page to filter needs by “Active” versus “Archived” needs, prioritization, data section, and keywords as highlighted in teal box in image 4c. For each need, district users can also choose to edit or archive the specific need as highlighted in orange in image 4c. If a need is archived, it is removed from the list of active needs and cannot be prioritized, but it can be brought back if a district user decides this captured need is in fact important.

Image 4c. Filtering, editing, sorting, and archiving identified needs



Grouping Needs







Often district and school users will capture multiple needs that are related. For example, a district or school leader may capture needs around Grade 3 Achievement and Grade 3 Growth (TVAAS), and they likely will set goals and strategies aimed at collectively improving both. In this case, a user can group these needs together by clicking “Select” in the bottom left-hand corner of each need. A button at the bottom left right corner of the selected needs will then appear titled “Group X Needs” where X is the number of needs selected. This can be seen in image 4d. If this is selected, the district users will be prompted to add a title and description for the group, and these needs will then appear as a group of needs as seen in image 4e.

Image 4d. Selecting and grouping needs



Image 4e. Example of grouped needs

 Chronically Absent 







 Chronically Absent	
 ED Chronically Absent	
 SWD CA	


Prioritizing Needs or Groups of Needs

Once district and school users identify and then group together their needs, district and school users can then establish what their priorities will be. These priorities should drive the areas that the district or school decides to set goals, strategies, and action steps to address. District users can prioritize needs or groups of needs by selecting “Prioritize.” This will turn the banner from blue (non-prioritized) to green (prioritized), thus indicating that this group of needs or individual need is a priority for the district. The group of needs in image 4f is an example of a prioritized group with a green banner at the bottom of the need.





Image 4f. Prioritizing needs or groups of needs

 Chronically Absent 

 Chronically Absent	
 ED Chronically Absent	
 SWD CA	

 tn-demo-5@sip.eldarion.com

Jan 10

 Select  Deprioritize  Copy  Edit

Prioritizing Needs and Root Cause Analysis

District and school leaders will be expected to think deeply about the root causes underlying their prioritized needs. Specifically, for only their prioritized needs, district and school teams will be asked to describe the progresses and challenges faced overall and for specific student groups, prior strategies that may or may not have contributed to those outcomes, and root causes of those outcomes. To do this the district user must click on the right side of the banner at the top of the page title “Analyze Prioritized Needs” as illustrated in image 4g. Once on this screen, scroll down to see the Root Cause Analysis prompt as illustrated in image 4h. Districts and schools can choose to use the “5 Whys” protocol as an optional support in digging into these root causes.

Image 4g. Answering root cause analysis on the Prioritized Needs page

Demo District 5 Planning for: 2022 - 2023

Prepare to Plan | Explore Data | **Analyze Needs** | Reflect to Plan | Upload Documents | Develop Plan | Review Plan

Build & Prioritize Needs | **Analyze Prioritized Needs**

Prioritized Needs

Chronically Absent

Root Cause Analysis for "...

Make Changes

Chronically Absent

ED Chronically Absent

SWD CA

tn-demo-5@sip.eldarion.com Jan 10

Image 4h. Answering root causes analysis on the Analyze Needs page

Prioritized Needs

Chronically Absent

Root Cause Analysis for "Chronically Absent"

For each prioritized need, please provide the following information:

1. Reflect on your prior strategies in this area. Where have you been successful and where have you faced challenges?
2. Please list the root causes and supporting data for each of the prioritized needs. The 5 Whys protocol is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.

Answer

Click to add an answer

Reflect to Plan

The Reflect to Plan page contains a series of questions regarding how district and school users are addressing specific areas as seen in image 5a. District and school teams can provide answers by typing answers in the provided text box and tagging action steps included in that plan that illustrate how they are addressing a specific area of focus. Districts and schools are not required to tag action steps.

Depending on the performance of the district or school in specific areas, districts or schools may have one or more additional category of questions to address on this page. For example, if a district does not meet expectations for indicators on the annual IDEA Annual Performance Report (APR), the district will be expected to answer additional questions to address those indicators on this page. These questions will not appear if a district meets expectations on all indicators.

Image 5a. Answering question on Reflect to Plan page

Reflect to Plan

Question Categories

Key Areas to Address in District Plans

Student Group Improv...

Assurances

Key Areas to Address in District Plans

Student Group Improvement and Support

D-010

Describe how the district is identifying and supporting schools and students groups with the most room for improvement. Include in the response:

1. A description of how the district identifies schools and students groups with the most room for improvement, including the data that is utilized in that process.

2. A description of the supports the district has or will put in place to support schools and students groups with the most room for improvement.

Answer

Click to add an answer

Connected Action Steps

Type action step title...

Upload Documents

Districts and schools can choose to upload supporting documents in this section that they believe will strengthen their district plan. There are no documents that are required for districts to upload. Title I schools are expected to upload their Title I budgets here for school plans. To upload a document, click on “Add Document” at the top right-hand corner of the page as illustrated with an orange box in image 6a. When files are added, users are expected to provide a title and tag the “type” of document as seen in image 6b.

Image 6a. Uploading a document

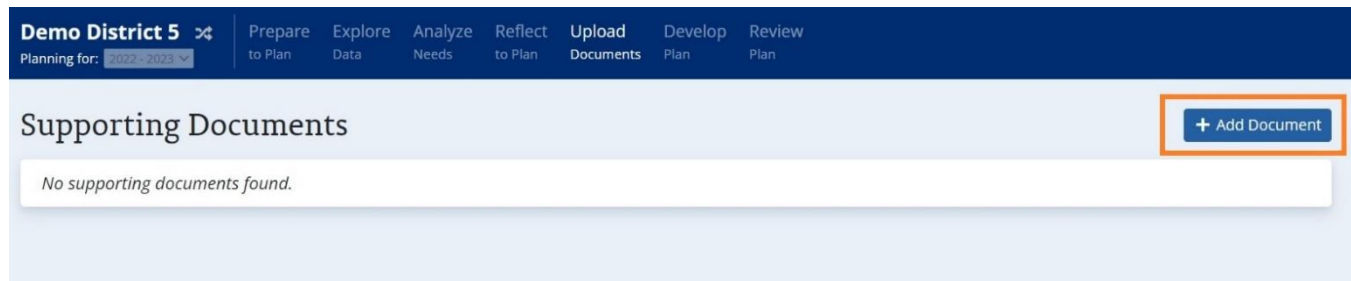


Image 6b. Providing information regarding an uploaded document

The screenshot shows the 'Add a Supporting Document' form. The form has a light blue header with the title 'Add a Supporting Document'. Below the header, there are three main sections: 'Title' with a text input field, 'File' with a 'Choose File' button and the text 'No file chosen', and 'Type' with a dropdown menu. At the bottom of the form, there are two buttons: 'Cancel' on the left and 'Save' on the right.

Develop Plan

Once district and school users have assembled their teams, reflected on prior goal attainment, explored their data, identified priorities and root causes, and reflected to plan they can set goals, strategies, and action steps on the Develop Plan page. On the main Develop Plan page, users can see their Prioritized Needs as a reminder on the right-hand side of the screen.

Setting Goals

District users can add goals by selecting the “Add Goal” as highlighted in orange in Image 7a. If district teams select “Add Goal,” they will be prompted to add a goal title, description, performance measure, and associated data section as seen in image 7b. District users only can also add goals by selecting “Import Goal” as highlighted in teal in Image 7a to import goals and strategies from previous years. If a district leader selects “Import Goal,” the user will be prompted to select the goal and associated strategies to import per image 7c.

When school teams first open the Develop Plan page, they will find the goals and strategies rolled

down from their district's overall plan. School leaders can choose to add to, edit, or delete goals inherited from the district plan, but note that these changes will be flagged for district leaders during the review process.

Once created, district and school leaders can edit or delete goals by clicking on the goal title from the main Develop Plan page and selecting the pencil icon in the top right corner of the goal to edit or the trash can to delete.

Image 7a. Adding and importing (district-only) goals

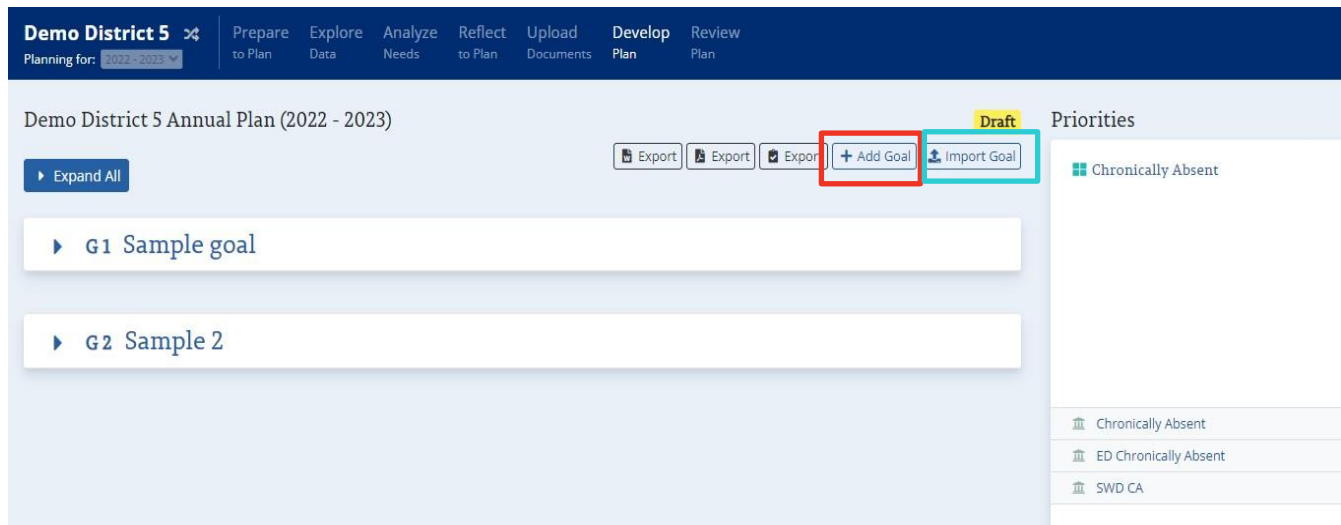


Image 7b. Creating new goals

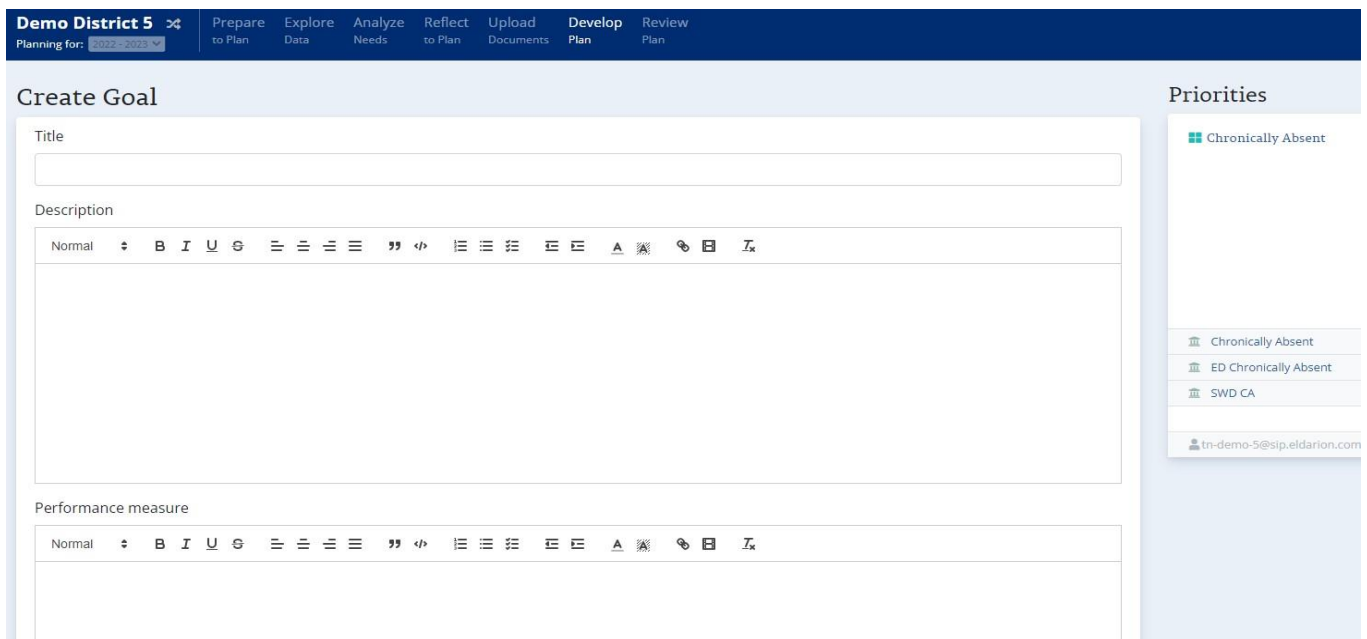
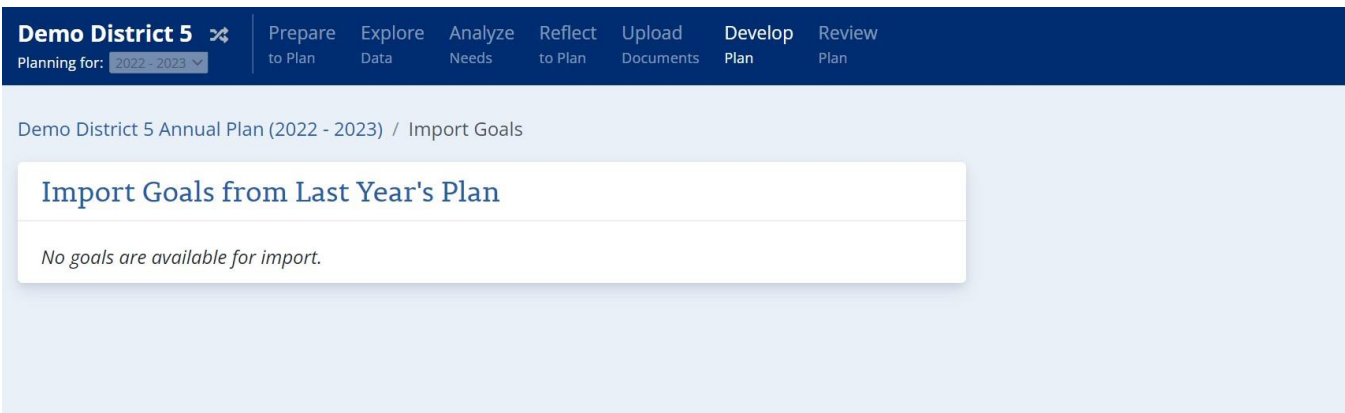


Image 7c. Importing goals and strategies (District only)

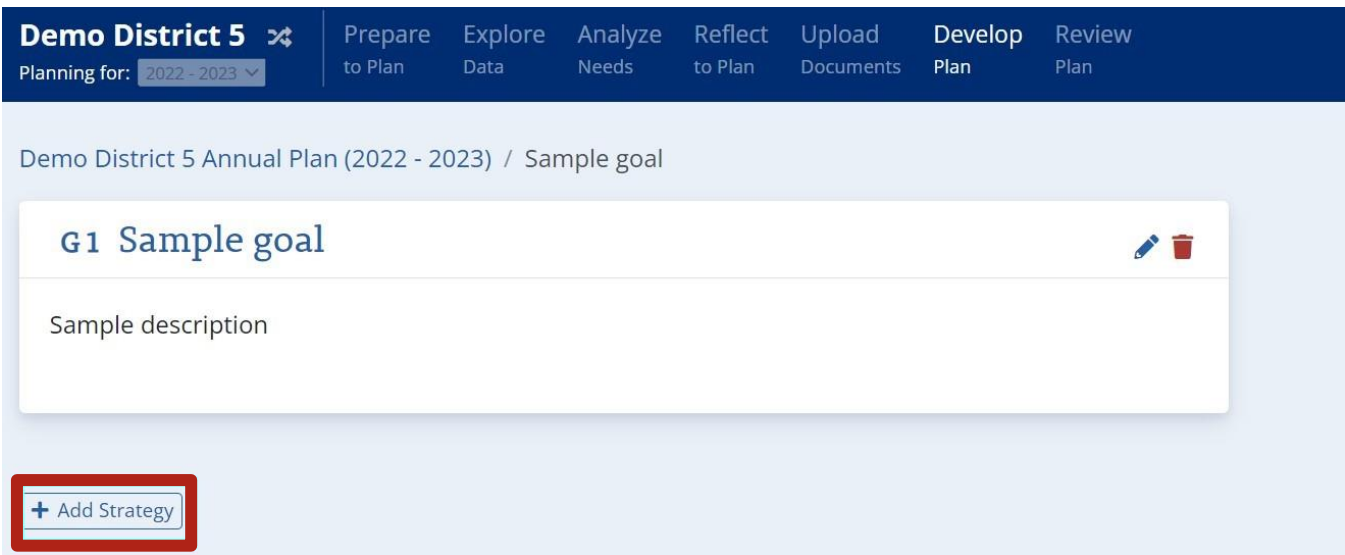


Setting Strategies

Once district leaders create goals, district leaders can add strategies by clicking on “Add Strategy” as highlighted in teal in image 7d. Leaders can then add a title and description as illustrated in image 7e. Once these steps are complete, leaders will add benchmark indicators.

Similarly to goals, school leaders will see strategies inherited from their district when they first open up the Develop Plan section. School leaders can choose to add to, edit, or delete strategies inherited from the district plan, but note that these changes will be flagged for district leaders during the review process.

7d. Adding strategies



7e. Creating strategies

Demo District 5

Planning for:

2022 - 2023

Prepare
to Plan

Explore
Data

Analyze
Needs

Reflect
to Plan

Upload
Documents

Develop
Plan

Review
Plan

Create Strategy

Title

Description

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A

Setting Action Steps

Once district and school teams have established their goals or strategies, users can add action steps by selecting the plus button as highlighted in orange in image 7f. Once district and school users select to add an action step, they will be prompted to provide a title, description, person responsible, and estimated completion date. It is optional to also provide a funding source. This is seen in image 7g. Action steps are not imported or inherited. Action steps that have been previously created can be edited or deleted by clicking on the goal title from the main Develop Plan page and selecting the pencil icon in the top right corner of the action step to edit or the trash can to delete.

Image 7f. Adding action steps

Action Steps

No action steps found.

[+ Add Action Step](#)

Image 7g. Creating action steps

Create Action Step

Title

Description

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Person responsible

Estimated completion date

Funding sources

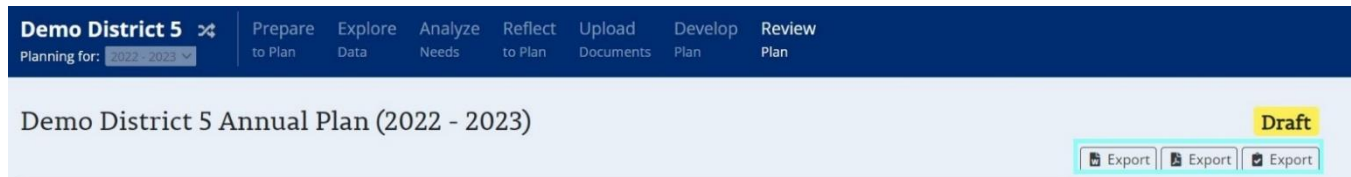
Source	\$ Amount	
+ Add funding source		

Close Create

Exporting Goals, Strategies, and Action Steps

At any point, district and school leaders can export the current version of the plan to share with internal or external stakeholders. The plan can be exported in Word or PDF format by selecting the corresponding button as highlighted in teal image 7h.

Image 7h. Exporting goals, strategies, and action steps



Review and Submit Plan

On the Review Plan page, district and school leaders can review in one place all components of their plan as well as investigate which sections are complete or not complete. Once the plan is complete, directors of schools can also submit district plans from this page while principals can submit school plans.

Note: After a plan has been submitted, school and district leaders cannot make edits or upload additional documents.

Reviewing Plan for Completion

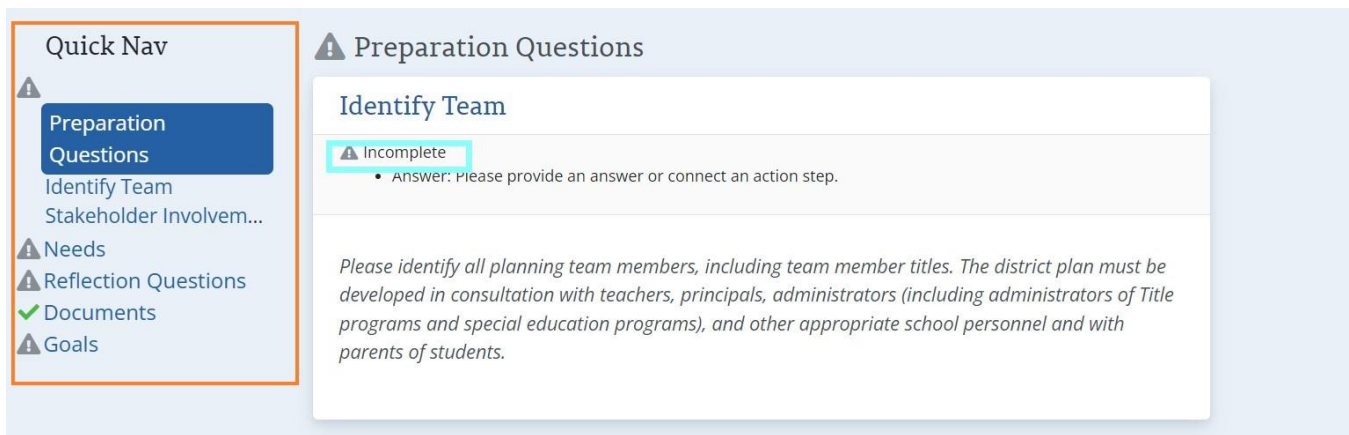
On the left-hand side of the screen, district and school teams can use the “Quick Nav” bar to see which sections of their plan have been completed and which require additional attention. This can be seen highlighted in orange in image 8a. Areas that are complete are accompanied by a green checkmark, whereas incomplete areas are accompanied by gray warning signs. Additional information regarding what items must be added before the section is complete can be seen at the top of each component as seen highlighted in teal in image 8a. The plan is complete and ready for submission once all areas are accompanied by a green checkmark.

In order for a plan to be complete, the following must be included:

- Districts and schools must answer all questions on the Prepare to Plan page.
- Districts and schools must identify and prioritize at least one need as well as provide a root causes analysis.
- Districts and schools must answer all questions on the Reflect to Plan page.
- Districts and schools must create at least one goal with one strategy and one action step.
 - Goals must include a goal title, description, and performance measure.

- Strategies must include a strategy title and description, and benchmark indicator.
- Action Steps must include an action step title, description, person responsible and estimated completion date.
- Title I schools only must submit their Title I budget.

Image 8a. Reviewing the plan for completion



Submitting Plans

Once all areas are completed and accompanied by a green checkmark, the director of schools can submit district plans, and principals can submit school plans. A button will appear at the top of the page for only directors of schools and principals to submit the plan as seen in image 8b. Submitters receive the confirmation and updated status as seen in Image 8c once the plan has been submitted.

Image 8b. Submitting the plan

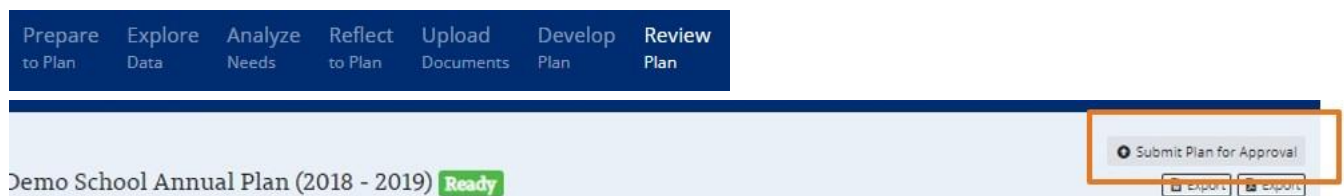
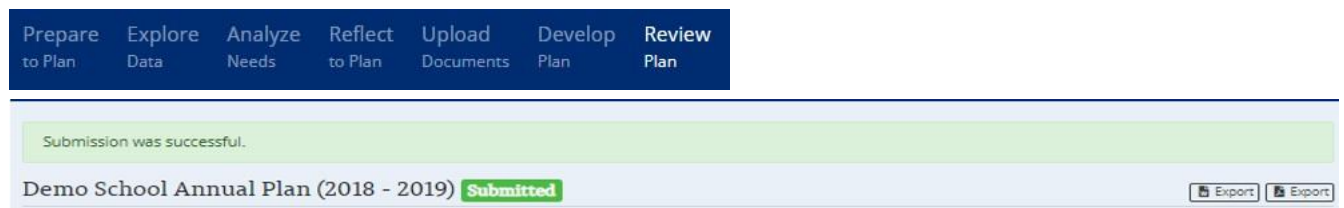


Image 8c. Plan submission confirmation



Additional Components

District and School Plan Review

Launching or Continuing a Plan Review

Once district or school teams submit their annual plans, reviewers will be prompted to “Start Review” on the home page. TDOE review team and district teams will be prompted to “Start Review” of district and school plans, respectively, by selecting “Start Review” next to the name of the district or school whose plan they would like to review. Image 9a highlights where a CORE or district team member would click to launch a review. If CORE or district team members start a review, they can choose to quit and resume later. The user would resume by selecting “Continue Review” as seen in image 9b.

Note: After a plan has been submitted, school and districts leaders cannot make edits or upload additional documents.

Image 9a. Starting a plan review

Tennessee Department of Education

Planning for the 2022 - 2023 school year

District Plans Type name...

Any Status Southwest

	Status	Review
Achievement School District	Draft	
Arlington	In Review	Continue Review
Bartlett	Ready	
Chester County	Submitted	Start Review
Collierville	Submitted	Start Review

Image 9b. Continuing a plan review

District Plans Type district name...

Any Status

District	Status	Review
Demo District	In Review	Continue Review

Conducting a Plan Review

As reviewers read and conduct their review of district or school plans, they have the option to add both positive feedback and feedback for improvement on all components of the plan. As a reference, the reviewer can view the rubric (see Image 10a) created by the department near associated items. The rubric items can be seen by expanding the dropdown.

Feedback can be left by selecting the word bubble in the upper right-hand corner of any of the sections, as highlighted in image 10b. Selecting the word bubble will open a comment box as seen on the right side of the screen in image 10c where reviewers can leave comments.

Accompanying all feedback, reviewers have the option to select “Changes required” as highlighted in the orange box in image 10c. This will flag for school or district leaders that their plan must be changed before it will be approved. Reviewers cannot approve a plan for which any section has been marked “Changes Required” until the reviewer confirms, in subsequent reviews, that the changes have been made.

Once the review has been completed, the reviewer can select “Complete Review” in the upper right-hand corner of the screen as seen in image 10d. This will provide a summary page of all the feedback that the reviewer provided, an opportunity to add overall feedback comments, and then the option to either “Approve” or “Request Changes” to the plan. This is seen in image 10e. Reviewers will not have the option to approve the plan if they selected “Changes required” on any piece of feedback. Once this has been completed, the review is complete until the district or school submits additional updates, as needed.

Upon subsequent reviews, any changes to the plan will be highlighted in a bulleted list at the top of the page as seen in image 10f. This section will also highlight if a school user has edited, deleted, or added to the goals and strategies that were inherited from the district plan.

Image 10a. Rubric

Goals		
+ Goals Aligned to Priority Needs		
Needs Improvement The district has reviewed the prioritized needs but has identified no goals or has identified too many goals (typically more than 5). OR The goals do not align appropriately with the progress and challenges identified in the prioritized needs. OR The district provides minimal to no description of the goals or associated performance measures.	Meets Expectations The district has reviewed the prioritized needs and has identified a reasonable number of goals (ideally 3-5). AND The goals adequately align with the progress and challenges identified in the prioritized needs. AND The district provides an adequate description of the goals and includes mostly high-quality associated performance measures.	Exceeds Expectations The district has reviewed the prioritized needs and has identified a reasonable number of goals (ideally 3-5). AND The goals align directly with the progress and challenges identified in the prioritized needs. AND The district provides detailed descriptions of the goals and includes multiple high-quality performance measures.
Last updated by jengrindberg@ednet.edu on Aug. 10, 2016, 7:50 a.m. CDT		
01 goal-0		

Image 10b. Adding feedback

Identify Team

Please identify all planning team members, including team member titles. The district plan must be developed in consultation with teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel and with parents of students.

A small speech bubble icon with a plus sign is highlighted in the top right corner of the section header.

Image 10c. Providing feedback and requiring changes

Preparation Questions

Identify Team

Please identify all planning team members, including team member titles. The district plan must be developed in consultation with teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel and with parents of students.

Answered!

Add Feedback for Identify Team

Description

Type your text

☒ Changes required

Cancel Create

Image 10d. Completing the review

Identify Team

Complete Review

Image 10e. Overall comments and approval

Demo District Annual Plan (2018 - 2019)

Identify Team

Feedback

Feedback

Aug 19, 2016 7:50 a.m. EDT

Approval

Overall Feedback (optional)

Type your text

Cancel Revert Changes Approve Plan

Image 10f. Highlighting changes

Changes

- Sample Doc

Prioritized Needs

- Data Analysis
- Priority Needs Aligned to Needs Assessment

Resubmitting a Plan

Viewing feedback from reviewers

After reviewers have provided feedback, if a plan has not yet been approved, its status will be shown as “Changes Required.” To make changes, click on the name of the school or district in the left column.

Image 11a. Changes required


Carter County	Changes Required	View Completed Reviews
Cheatham County	Draft	


In each part of the plan, sections that require revisions will display a red “Changes Required” flag. To make changes to these sections, click the edit icon in the upper right corner.

Image 11b. Making required changes

Answer

Mr. A - Title
Ms. B - Title
Mr. C - Title
Ms. D - Title



 Changes Required on Identify Team

Make sure you plan to consult with teachers as you develop this plan.

Revising the Develop Plan section

If a goal, strategy, or action step needs revision, a yellow “Changes Required” flag will appear at the top of the Develop Plan section. Click “Expand All” to see what needs to be revised.

Image 11c. Changes required

Carter County Annual Plan (2019 - 2020)

Changes Required

 Expand All

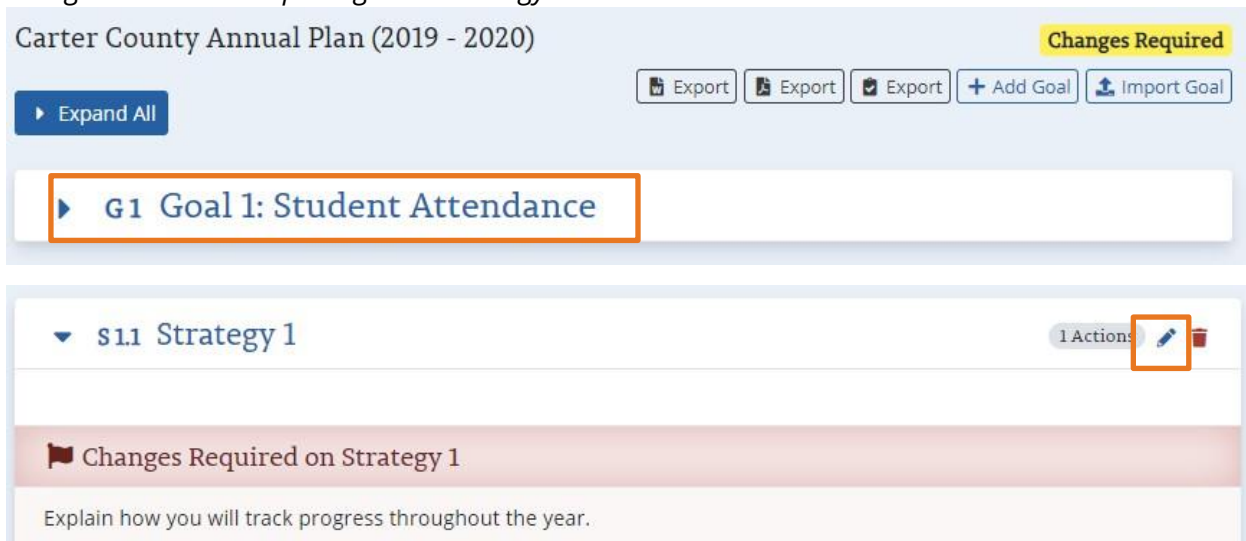
 Export  Export  Export  Add Goal  Import Goal

 **G1 Goal 1: Student Attendance**

To revise a goal, strategy, or action step:

Click the goal to expand it as seen in image 11c. and then click the edit icon that appears next to the goal or strategy as seen in images 11d and 11e..

Image 11d. & 11e. Expand goal or strategy



If revising a strategy, scroll up to view the box for making edits in the upper right corner as seen in image 11c.

Image 11f. Revising strategy

If revising an action step, click on the strategy to expand it so that you can view the action step you wish to revise, then click the edit icon next to the action step.


Revising Other Sections

To revise other sections of the plan (e.g. Prepare to Plan, Reflect to Plan), navigate to that section, then scroll down until you see the red “Changes Required” flag. Then, click the edit icon to make revisions.

Image 11g. Revising other sections

Family and Community Engagement Updated by tdoe-demo-district@sip.eldarion.com at Oct. 7, 2019, 12:28 p.m. CDT


Describe the strategies used to implement effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. If applicable, address activities specifically designed to engage the parents and families of each historically underserved student group (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities).

Answer 

We will engage families by ___.

Connected Action Steps

Type action step title...

 Changes Required on Family and Community Engagement


Provide more detail. How will you ensure you engage all families, especially economically disadvantaged families?

Resubmitting the Plan

To resubmit a plan, navigate to the “Review & Submit Plan” tab. Check the “Quick Nav” tool in the upper left to see if any sections of the plan still require changes. (These sections will be flagged with a grey exclamation mark.) If some changes are still pending, navigate to those sections and make revisions.

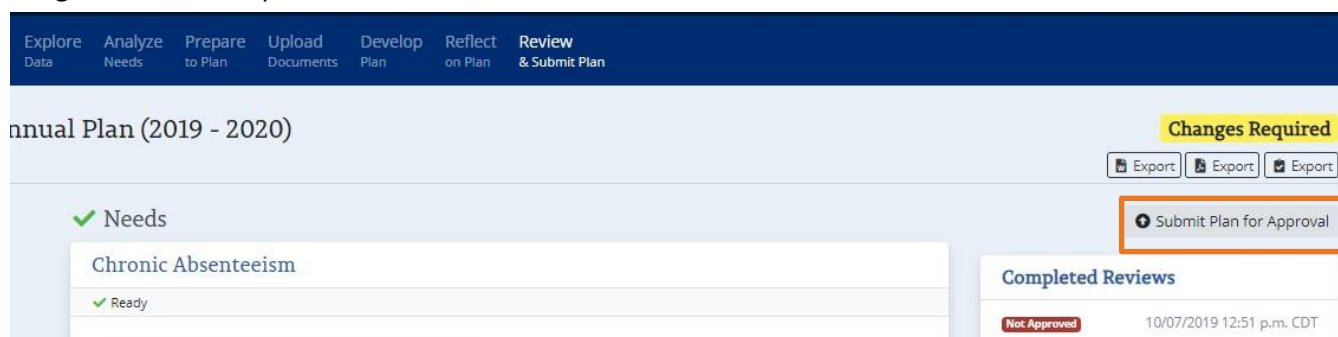
Image 11h. Resubmitting the plan

Quick Nav

- ✓ Preparation Questions
- ✓ Needs
-  Reflection Questions
- ✓ Documents
- ✓ Goals

Once all required changes have been made, resubmit the plan by clicking “Submit Plan for Approval” in the upper right corner of the “Review & Submit Plan” tab.

Image 11i. Resubmit plan



Reviewing a Resubmitted Plan

To view a plan that has been resubmitted, click the “Start Review” icon. (Do *not* click the name of the school or district; clicking there will not allow you to review the plan.)

Image 11j. Start re-review

Carter County	Submitted	Start Review
Cheatham County	Draft	
Chester County	Draft	

If a reviewer has already begun to review the plan, you will see a “Continue Review” icon. Click this to continue reviewing. (Do *not* click the name of the school or district; this will not allow you to review.)

Image 11k. Continue re-review

Carter County	In Review	Continue Review
Cheatham County	Draft	

Reviewing Changes Requested

To navigate to the district changes, click on the appropriate links in the Changes required box as highlighted in orange below.

Image 11l. Changes requested

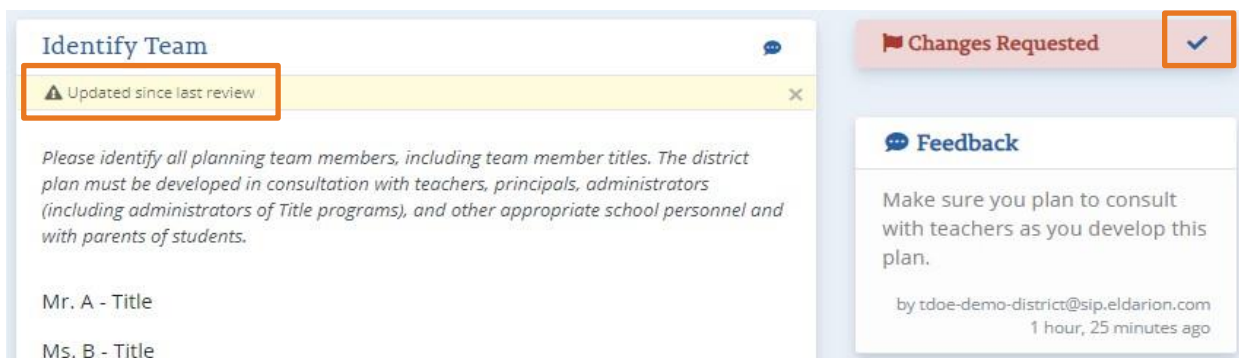


Approving a Resubmitted Plan

To approve a resubmitted plan:

1. Scroll down to view all “Changes Required” flags and confirm that feedback has been implemented. (You should see an “Updated since last review” flag for all sections that have been revised.) If the feedback has been adequately implemented, click the check mark icon to clear the flag. You will need to continue scrolling down to view all sections of the plan.

Image 11m. Approving resubmitted plan



After clearing all “Changes Required” flags, click “Complete Review” in the upper right corner. If you do not see this icon, this probably means there are additional “Changes Required” flags that need to be cleared; see the previous step for instructions on how to view and clear these flags.

Image 11n. Complete review

Carter County Annual Plan (2019 - 2020)

Complete Review

Export

Export

Export

Quick Nav

Changes

Needs

Preparation

Questions

Documents

Goals

Reflection Questions

Changes

- Identify Team
- G 1 Goal 1: Student Attendance
- S 1.1 Strategy 1
- Family and Community Engagement

Prioritized Needs

View all needs captured for this plan

Mark Completed

Image 11o. Approve plan

Approval

Overall Feedback

(optional)

Normal

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Cancel

Request Changes

Approve Plan

Search Plans

Once approved, all district and school plans become public and can be accessed through the following steps:

- Go to edplan.tn.gov
- Click Search Plan (located in the top, left corner)-illustrated in Image
- Select the year and enter the district name

“Search Plan” section can be accessed through the top banner as seen in image 12a and 12B. Plans can be accessed by selecting a year and using the search box to search the district or school name. Historic plans created before 2018-19 district and school plans (except for districts and schools who participated in the pilot in 2018-19 will continue to be housed in the traditional ePlan planning tool in which they were created.

Image 12a. Searching Public Plans

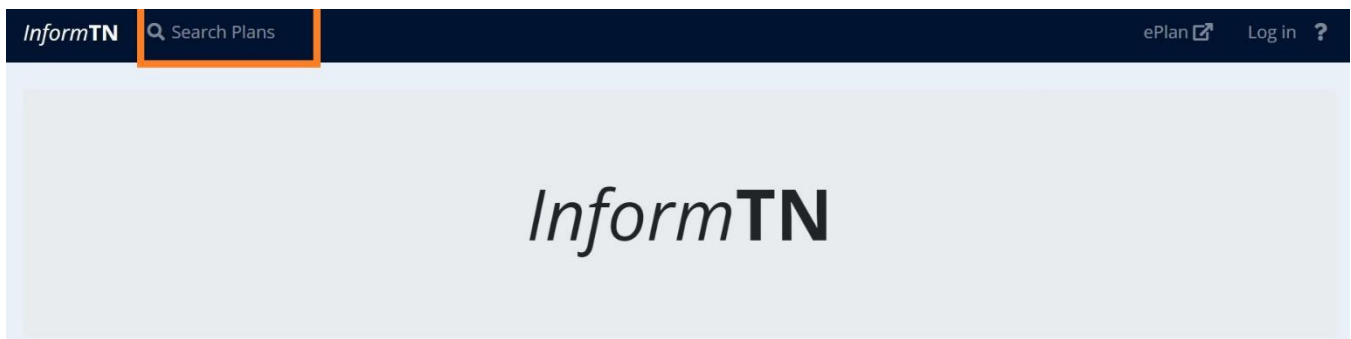
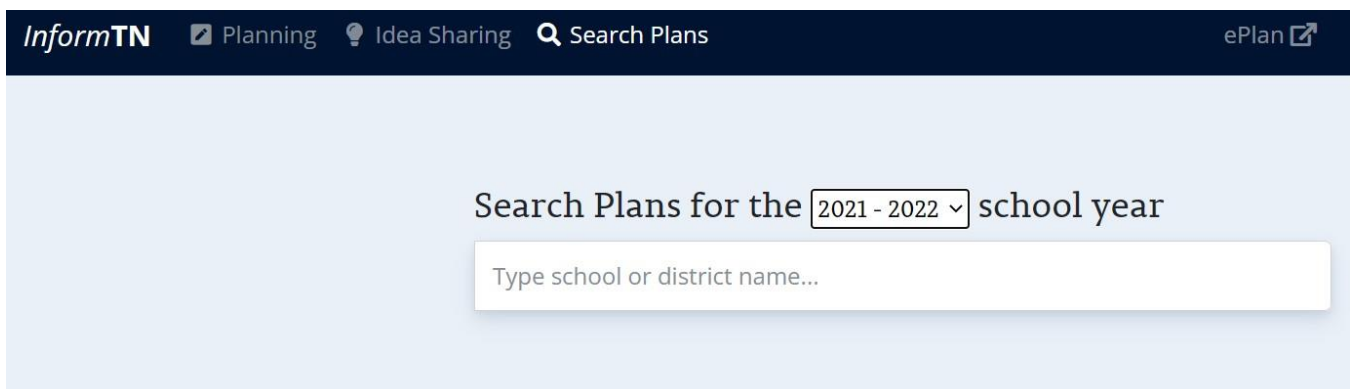


Image 12b. Searching School Plans



Appendices

Appendix A: Data Included in Explore Data

Domains	High-Level Outcomes	Metrics
Academic Achievement and Growth	Success Rates Overall Growth (TVAAS)	Schools <ul style="list-style-type: none"> School success rate School overall growth (TVAAS) District <ul style="list-style-type: none"> Grades 3-5 success rate Grades 6-8 success rate Grades 9-12 success rate Grades 3-5 overall growth (TVAAS) Grades 6-8 overall growth (TVAAS) Grades 9-12 overall growth (TVAAS)
College and Career Readiness	ACT Graduation Rate and Ready Graduate	ACT <ul style="list-style-type: none"> College ready by ACT composite (percentage of students who score 21+ on ACT composite) College ready by ACT math (percentage of students who score 21+ on ACT math) College ready by ACT English (percentage of students who score 21+ on ACT English) College ready by ACT reading (percentage of students who score 21+ on ACT reading) College ready by ACT science (percentage of students who score 21+ on ACT science) Graduation Rate and Ready Graduate <ul style="list-style-type: none"> Graduation Rate Ready Graduate

Climate and Access	Chronically Out of School Discipline English Learners	Chronically Out of School <ul style="list-style-type: none"> Percentage of students who are chronically absent Percentage of students who are absent 10-20% of the year Percentage of students who are absent 20%+ of year Discipline <ul style="list-style-type: none"> Any discipline In-school suspensions Out-of-school suspensions Expulsions English Learners <ul style="list-style-type: none"> Percentage of English learners who reach growth standard on WIDA Percentage of English learners who reach exit benchmark on WIDA
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Appendix B: Comparable Districts

Comparable districts are selected by choosing the districts that come the closest to yours across the combination of the following factors:

- Student enrollment
- Per pupil expenditure
- CORE region
- Grades offered
- Demographic make-up (percentage of students in the district classified as Black, Hispanic, or Native American, Economically Disadvantaged, Students with Disabilities, and English Learners)

The comparable districts for a specific district are listed at the bottom of the Dashboard in the Explore Data page.

Appendix C: Required Components for Plan Submission

In order for a plan to be complete and ready for submission, the following must be included:

- Districts and schools must identify and prioritize at least one need as well as provide a root cause analysis.

- Districts and schools must answer all questions on the Prepare to Plan page.
- Districts and schools must create at least one goal with at least one strategy with at least one action step.
 - Goals must include a goal title, description, and performance measure.
 - Strategies must include a strategy title and description, and benchmark indicator.
 - Action steps must include an action step title, description, person responsible, and estimated completion date.
- Districts and schools must answer all questions on the Reflect to Plan page.
- Title I schools only must submit their Title I Budget.

Appendix D: District and School Plan Rubric

The department has created district and school plan rubrics to guide the creation of annual plans. CORE reviewers will leverage the district plan rubric in reviewing district plans, whereas district leaders can choose to use the school plan rubric in reviewing school plans, although this is not required. These rubrics can be accessed at <https://www.tn.gov/education/finance-and-monitoring/planning---monitoring.html>.